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ABSTRACT

The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Remarks describe the rationale for the problem and provide ideas on funding, relevant educational legislation, classifications for varying language competence, and educational objectives. Several different kinds of programs, both bilingual education and English-as-a-second-language types, are discussed. One section describes pupil personnel services such as guidance, counseling, pupil assessment, pupil records, career and curriculum planning, referral services, psychological and health services, and social work services. Community and parental involvement are considered, and concluding remarks concern staffing for bilingual programs. (VM)

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GUIDELINES FOR EDUCATIONAL PROGRAMS IN THE COMMONWEALTH OF PENNSYLVANIA FOR CHILDREN WHOSE DOMINANT LANGUAGE IS NOT ENGLISH

I. Rationale

To insure equal educational opportunity for every child in the Commonwealth of Pennsylvania, including children whose dominant language is not English, educational experiences shall be provided to equip these children to perform ultimately at their maximum level in the school. This mandate hinges on the growing awareness that this Commonwealth has the responsibility to educate each person in the language he speaks best as well as a moral and a legal commitment to the realization that America is a multilingual and multicultural society.

Legal interpretations advanced in 1970 by the federal government make it illegal to impede the educational process of a student because the student speaks a language different from that of his or her school. It is incumbent upon the Pennsylvania Department of Education to assist in the design and provision of a program in the student's native language while also providing instruction in English as a second language so that the individual can function fully in English and in his or her native tongue. Local school districts will find recent amendments to the Pennsylvania School Code, currently effective revisions of the curriculum regulations designed to implement the amended School Code and the Ten Goals of Quality Education, as they apply to the Commonwealth's Educational Quality Assessment Program, sufficiently flexible to permit schools to fulfill this mandate immediately. The Commonwealth of Pennsylvania recognizes that the school is both responsible and able to conform to the child whose dominant language is not English and that it is not the student's responsibility to conform to the school.

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These guidelines have been developed as a means of implementing School Administrator's Memorandum 491, issued March 10, 1972 by John C. Pittenger, Secretary of Education, Commonwealth of Pennsylvania. The single purpose is to carry out the Commonwealth's responsibility to educate nonEnglish speaking children within its borders as efficiently and as satisfactorily as possible.

II. Funding

The financial support of programs developed for children whose dominant language is not English shall reflect a variety of funding sources, indicative of the cooperative effort of local, state and federal educational agencies.

A. Local Funds

The district's current basic instructional subsidy expenditure per weighted average daily membership for each student enrolled whose native language is not English shall be used as the basic fund for implementation of this program. For example, if the district's basic instructional subsidy expenditure per WADM is $650 and there are 35 students identified, the sum of $22,750 shall be used as the basic fund for the implementation of this program.

B. State Administered ESEA and Other Categorical Funds

1. ESEA Title I - Funds are allocated to school districts on a per pupil basis for students within the districts who have been identified as coming from low-income families. For each non-native English speaker so identified, these funds shall be used as additional monies for the support of programs designed for these students. This shall be submitted as part of the regular Title I application. Every effort shall be made to locate classes for these children in schools which have been declared eligible for Title I under the newly-issued guidelines for concentration of Title I funds.

2. ESEA Title I Educational Programs for Children of Migratory Agricultural Workers - The purpose of this program is to help migrant children develop self-identity, self-confidence and motivation to learn by providing educational experiences and

services specially designed to combat the loss of emotional stability brought about by migrant living. In local educational agencies where the dominant language of students identified as children of migratory agricultural workers is other than English, programs will be designed to provide a language-experience approach to teaching utilizing the children's native language and English.

3. ESEA Title II - Allocates funds for print and nonprint material. School districts are encouraged to include in their requests materials for the instructional needs of the student whose native language is not English.

4. ESEA Title III - Provides competitive grants of $50,000 or less for innovative or exemplary projects which meet established criteria. A limited number of grants can be made for the support of approved programs for students whose dominant language is not English.

5. ESEA Title III Guidance, Counseling and Testing - Funds are provided to any local education agency or intermediate unit that secures approval for a guidance project designed to meet identified needs in the unit. Districts are encouraged to develop projects specifically designed for students whose native language is not English.

6. NDEA Title III - Provides matching funds on a 50-50 basis for school districts for the acquisition of equipment and materials. Programs should be submitted under academic areas (Science, Mathematics, History, Industrial Arts, Arts and Humanities, etc.).

7. Highway Safety Act - Section 402 · Driver Education - Provides funds on a 50-50 matching basis to expand or improve existing driver education programs or to initiate new ones. The applicability of these funds for the design of programs for students whose dominant language is not English may be considered.

8. Vocational Education Act - Provides funds for programs designed to extend and improve existing programs in vocational education which are suited to the needs, interests and abilities of students. Programs to reach the nonEnglish speaker may be provided under the provisions of this act.

C. Federally Administered Funds

1. ESEA Title VII - The Bilingual Education Act which is administered by the U.S. Office of Education provides funds on a direct grant basis for the support of bilingual education programs which are judged competitively. The Department of Education provides guidelines and assistance to districts seeking support under this title.

In the design of programs for children whose native language is not English, districts are encouraged to consider the possibility of applying for appropriate categorical funds administered by the Pennsylvania Department of Education for support of specific components of the total educational program. For example, NDEA Title III funds may be used for the acquisition of materials and equipment to support a given instructional program, while the ESEA Title III Guidance, Counseling and Testing program would be a possible source of additional funds for the guidance and counseling and testing sources.

As additional monies become available and as guidelines for existing categorical programs change, the districts will be informed of the feasibility of their use in programs for students whose dominant language is not English.

III. Definitions

The target population is defined as a group of 20 students or more in a language category whose native language is not English. Currently, in the Commonwealth of Pennsylvania the majority of students within the target population is Puerto Rican and the mother tongue is Spanish.

The target population is further defined in terms of the competency of each student in his mother tongue and in English. Any student who may be classified within any of the categories listed below is to be included in the program.

a. A student who understands, speaks, reads and writes his native language fluently but who does not understand, speak, read or write any English.

b. A student who understands and speaks his native language but has limited or no ability to read and write the language.

c. A student who understands spoken English but does not speak it.

d. A student who understands spoken English but speaks it limitedly.

e. A student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different subject content areas.

f. A student who understands and speaks English fluently but who is unable to read or write English.

g. A student who understands and speaks English limitedly but who is unable to read or write English.

The determination of these competencies shall be made by a bilingual team consisting of persons who are trained to administer the appropriate procedures. (See Pupil Personnel Services, section V, p. 16)

A. Each group may consist of students of the same native language other than English.
   1. Within a grade level.
   2. Across grade levels; e.g. within an elementary school, within a middle school and/or a secondary school.

B. Each group may consist of students of more than one native language other than English.
   1. Within a grade level.
   2. Across grade levels; e.g. within an elementary school, middle school and/or secondary school.

In school districts where there are fewer than 20 students whose native language is other than English, programs shall be provided cooperatively through the appropriate intermediate unit without regard to minimum number of students.

IV. Suggested Educational Programs

A school district with 20 or more students in a language category whose dominant language is not English shall plan instructional programs that take into account the unique social, emotional and educational needs of young people who find themselves in a new environment.

In order to meet these needs, program planners shall incorporate into an instructional program school experiences that will enable the student to:

-- Adjust to his new community
-- Cope with the school environment
-- Experience the adventure of learning
-- Enhance his sense of self-worth
-- Acquire the knowledge and develop the skills necessary to reach his career goals and his potential for self-fulfillment.

Optimal school experiences require that administrators, teachers and other school personnel be attuned to:

-- An appreciation of the individual worth of each student
-- A recognition of the strengths the student brings with him
-- A recognition of the student's linguistic competency in his mother tongue
-- An understanding and appreciation of the cultural heritage of the student and that of his family
-- An understanding of the problems created by geographical change
-- An understanding of the complexity of the psychological and educational process of acquiring a second language and culture for survival in the new community

-- Current developments in theories of second language learning and research findings in bilingualism, biculturalism and English as a second language.

Until recently, many educators felt that the best way to learn English would be for children to remain in monolingual classes and absorb the new language from their peers. In schools where there were large numbers of nonEnglish speaking students, special classes were often formed and staffed by monolingual teachers with little or no training in the methods of teaching English as a second language. The prime educational goals were to teach English, to stamp out the mother tongue and culture and to inculcate the dominant mores of the American society.

Differentiation is now made between learning a second language and learning a foreign language where the latter refers to learning for cultural enhancement and former refers to learning for survival. The English as a second language field has become an area of specialization for educators, linguists, social anthropologists and psychologists.

With the enactment of Title VII of the Elementary and Secondary Education Act in 1968, bilingual education became a reality. Bilingual education is defined, ideally, as instruction in two languages for two groups of children:

A. Those whose dominant language is English.

B. Those whose dominant language is <u>not</u> English.

Current social change is creating a climate for the development of a sensitive awareness of the diversity in our society. Increasingly, recognition is being given to the cultural heritage of each of

the ethnic groups within our American society and the concept of the "melting-pot" is being replaced by the concept of each cultural group contributing to a giant American "mosaic."

New findings concerning the acquisition of communication skills in the mother tongue emphasize the importance of a basic command of oral-aural competency before a student begins to read. Furthermore, when the student begins his reading experience, the content should reflect his life experiences and should be presented in the language he has mastered orally. These findings extend into the area of second language acquisition and indicate to curriculum planners that listening and speaking skills must be developed in the second language before the student begins to read in the second language. Since reading is dependent upon the oral-aural competency of the student, his initial reading experience should be in the language in which he has oral and auditory dominance.

Described below are suggested types of instructional programs for children whose dominant language is not English. The school administrator may want to plan more than one instructional model described in order to meet the diverse needs of the target population in his school or school district or he may want to create his own model or models.

Due to the wide range of language competencies of the pupils in the target population both in their mother tongue and in English, two major educational thrusts have emerged. There are Bilingual Education and English as a Second Language programs.

A. Bilingual Education Programs

The major objectives of bilingual instructional programs are to educate all of the children within a school in two languages in

all areas of the curriculum and to develop an awareness and understanding of the cultural heritage of the ethnic groups within the school.

Type A1 - A Full Bilingual Program. This program should begin in kindergarten or grade 1 (pre-kindergarten where such classes exist) and should be planned to extend continuously and sequentially through the grades. The instructional program should be planned to begin with instruction for the major portion of the school day in the student's mother tongue. The contact time with the student's target language will increase as the year progresses. Usually by the end of the second year or within the third year, students will be spending 50 per cent of instructional time daily learning in each of the two languages.

Students in the intermediate and upper grades who have come through bilingual programs should be able to elect the language in which they choose to study a major subject area. The staffing pattern would assign bilingual teachers with native competency in English to teach the curriculum areas in English and bilingual teachers with native competency in Spanish to teach the curriculum areas in Spanish.

Type A2 - A Modified Bilingual Program for kindergarten and elementary grades. This program may begin at any grade level. The instructional program for Spanish-dominant students should be designed to provide learning experiences in the student's mother tongue in all major subject areas of the curriculum with English as a second language for 20 to 40 per cent of the

day The contact time with English should increase gradually as the school year progresses. The instructional program for English-dominant students should be designed to provide learning experiences in English with Spanish as a second language 10 per cent of the day. The staffing pattern would assign bilingual teachers with native competency in English to English as a second language classes and those with native competency in Spanish to Spanish classes.

Type A3 - A Modified Bilingual Program for intermediate and upper grades (Spanish emphasis). The instructional program should provide learning experiences in Spanish in the major subject areas of the curriculum, including Spanish as a first language, for 80 or 90 per cent of the school day with 10 to 20 per cent of learning time in English as a second language.

Provision should be made for English-dominant students to learn the history and culture of Puerto Rico.

Staffing as Type A1 or A2.

Type A4 - A Modified Bilingual Program for intermediate and upper grades (English emphasis). The instructional program should provide learning experiences in English as a second language 80 per cent of the school day with 10 per cent of the time learning in the academic disciplines in Spanish (Mathematics, Science, Social Studies) and 10 per cent of the time for instruction in Spanish as a first language.

The English-dominant students should have instruction in Puerto Rican history and culture and in Spanish as a second language.

ALL PROGRAMS SHOULD INCLUDE DAILY ACTIVITIES IN WHICH STUDENTS OF THE TARGET POPULATION ARE TOGETHER WITH THEIR ANGLO PEERS.

B. English as a Second Language Program

The major objectives of the English as a second language program are to develop competency in understanding and speaking English; to orient the student to the mores of his new environment and to provide emotional security for the student through his contact with teachers and other school personnel who speak his language. Depending upon the age of the student and time spent in an ESL (English as a second language) class, the development of the skills of reading and writing English may be added to the objectives.

In organizing ESL classes, consideration must be given to the chronological age of students and their competency in understanding and speaking English. It is advisable to have no more than a three-year age differential within a group.

Type B1 - <u>ESL classes or a class within a school where nonEnglish speakers receive instruction in English for part of the day and are in classes with their Anglo peers the balance of the day</u>. Minimal instructional time in English should be three hours daily. Emphasis should be on audio-lingual competency.

NOTE: CONTRARY TO POPULAR BELIEF, CHILDREN DO NOT ABSORB COMMUNICATION SKILLS IN ENGLISH BY SITTING IN AN ENGLISH-SPEAKING ENVIRONMENT. SECOND LANGUAGE SKILLS ACQUISITION REQUIRES CONSTANT AND INTENSIVE PRACTICE.

Type B2 - <u>Total ESL Immersion - preferable for lower primary grades but may serve students in other grades</u>.

The instructional program provides learning experiences in English as a second language for 80 per cent of the day, instruction in the major subject areas in Spanish 10 per cent of

the day, and joint participation in other school programs and activities with their peers for 10 per cent of the day.

Bicultural educational experiences will be provided for all students in the school.

The preferred staffing pattern would be the assignment of bilingual teachers with native competency in English to ESL classes.

WHILE THESE GUIDELINES OFFER TWO OPTIONS OF ESL, IT IS THE FEELING OF THE PENNSYLVANIA DEPARTMENT OF EDUCATION THAT THE BILINGUAL APPROACH IS NOT ONLY PREFERABLE, BUT ALSO MORE CLOSELY IN LINE WITH THE RATIONALE OF THE PROGRAM AND THE DEPARTMENT'S COMMITMENT TO THE MULTI-CULTURAL AND MULTILINGUAL AMERICA.

SPECIAL EDUCATION

Students whose dominant language is not English may, like their Anglo counterparts, have needs that cannot be met either by bilingual instruction in a regular class or by placement in a special education program or service provided by a person who is not bilingual. Therefore, it shall be the policy that special education programs and services staffed by bilingual persons be instituted. However, no child shall be placed in such a program without family consent or until he has been in a regular bilingual class for a minimum of six months, to permit time for careful study.

V. Pupil Personnel Services

In order to fully meet the educational, social and emotional needs of pupils whose dominant language is not English, a comprehensive program of supportive pupil personnel services which brings together the unique contributions of psychology, social work, counseling and medicine must be provided.

It is anticipated that the diversity of services provided by a pupil personnel team can be most effective through the use of differentiated staffing. Bilingual paraprofessionals and professionals carefully selected from the community and given special training could provide valuable service to nonEnglish speaking residents of the community and input to the pupil personnel team. Since selection and training procedures determine the effectiveness of both the professional and paraprofessional, it is essential that careful consideration and planning be given to these matters. Guidelines for Program Development, Employment and Utilization of Educational Paraprofessionals may be obtained from the Bureau of Curriculum Development and Evaluation of the Pennsylvania Department of Education.

The following basic services and elements are essential as minimal components in any program of supportive services for children whose dominant language is not English.

Guidance Services

Orientation

Orientation activities and procedures shall be developed so as to include both families and students in a program specifically de-

signed to reduce cultural shock and to facilitate entry into the school and community.

Counseling

Counseling services involving both students and families are of particular importance to the child and his family who are expected to function in a school and community whose dominant language is different from their own.

The program shall provide:

A. Regular counseling sessions, both individual and group, for the purpose of providing social, emotional and psychological support to the student whose dominant language is not English.

B. Regular group counseling sessions including both students whose dominant language is not English and their Anglo peers for the purpose of fostering a cross-cultural awareness and understanding.

Consultation

Time should be provided on a regular basis for the teachers of the program to meet with pupil personnel specialists for the purpose of assessing the child's educational, social and emotional progress and needs.

Pupil Assessment

Since most of the standardized instruments presently in use in the schools are inappropriate for students whose first language is not English, students in this program should not be expected to participate in the regular testing program of the school.

The bilingual counselor, the bilingual teachers or the mono-

lingual counselor with bilingual teachers should assist in the development of evaluation procedures including both initial screening of students for the program and the continuous and systematic evaluation of their academic, social and emotional progress. Initial screening for participation in the program shall be performed in the student's mother tongue using informal inventories to determine level of achievement. Periodic assessment shall be performed through the use of informal inventories and/or standardized achievement tests in the mother tongue. Only as the individual student progresses in his command of English shall achievement tests in English be administered. The bilingual team in an ESL program, after assessing the student's competency in English, shall decide when the student is ready to be transferred to the regular school program.

Pupil Records

An articulated system of relevant and accurate pupil educational records should be maintained. Since the traditional record keeping system involving grades and standardized test results is inappropriate for use with these children, procedures should be instituted to supplement the regular school record with information more relevant to the child's educational and vocational future.

Career and Curriculum Planning

The student whose dominant language is not English should be provided with career awareness activities in his native tongue beginning in elementary school.

In secondary schools, specific activities should be provided: to assist these students in the use of career and curriculum-oriented

information and materials, to gain an understanding of career opportunities open to them, and to assist them in their educational and career planning. It shall be the responsibility of the pupil personnel staff to assist such students in selecting the school curriculum which best suits their individual talents and interests.

Utilization of Referral Services

Liaison relationships should be provided with community agencies and referral sources in support of pupil needs exceeding the function or capacity of the school. Depending upon the nature of the referral, a bilingual member of the pupil personnel team has the major responsibility for this liaison service. It shall be the responsibility of this person to identify the agencies and services which are able to serve the unique needs of these children, make referrals as necessary, and provide liaison services as required.

Psychological Services

The psychologist shall serve as a consultant to the teachers in this program. Psychological services should be provided for children as needed upon the recommendation of the pupil personnel team. If the psychologist is not bilingual, provision should be made for assistance from a professional or paraprofessional who speaks the student's native language.

Health Services

Families and students should be made aware of the availability of health services. In cases where services are not utilized, follow-up visits to the home should be made to offer further explanations. A bilingual member of the pupil personnel team should be present when these students visit with school health personnel to

facilitate communication regarding prevention and treatment of illness. When health services cannot be provided by school health personnel, appropriate referrals and follow-up shall be made with health agencies in the community.

Social Work Services

The successful adjustment of the child whose dominant language is not English depends on the creation of understanding between the home and the school. Therefore, the initial family contact is of extreme importance. Rapport needs to be established in order to encourage maximum family involvement in the child's education. The dominant language of the home should be the medium of all communications, written and oral, and including report cards, between the home and the school. Regular involvement of the family should be maintained through bilingual persons.

VI. Community Involvement

Any program designed to provide a quality education to children whose dominant language is not English must include plans for parent and community involvement in all its phases: in planning, implementation and evaluation.

Since the support of the parents and of the community is necessary to the successful carrying out of the program, they should be actually involved in the school, at home and in the community.

A. Planning

Parents, students, school and community personnel will make up an advisory group to determine the needs, interests and goals of the students. This advisory group will assist in designing programs that meet the needs of the target group. They will mobilize the resources of the community to disseminate information and promote the program.

School districts having eligible students will be responsible for establishing the school district advisory committee, for determining the number of committee members, and for determining the method of selecting members. ESEA guidelines suggest that at least 50 per cent of the members of the advisory committee shall be residents of the target areas where the school district's ESEA Title I programs operate. The remaining membership shall include representatives from the school district staff, community action and nonpublic school agencies, such as private and parochial schools, settlement houses, migrant labor camps, civic, business, labor and ethnic groups, news media and public health and welfare agencies providing services to low-income children. The school district shall choose the most appropriate

agencies in the community to be represented.

Advisory committees are for the purpose of bringing about cooperation and coordination in the community. Therefore, to avoid dissention, several methods of selecting parents to serve on the advisory committee may be used:

1. The project school administrator may appoint a committee to select representatives.
2. The project school PTA may recommend representatives.
3. Appropriate target area school personnel, both public and non-public, may make recommendations.

Efforts to establish the parent advisory council should include contacts by letter, telephone calls and personal home contacts in order to develop proper understanding and rapport in the community. The terms of advisory committee members should be staggered to insure continuity on the committee. Alternates may be selected to serve in the absence of a regular member. A procedure should be established to fill vacancies of members and alternates. Frequent absence of committee members should be discouraged, and procedures should be established to remove frequently absent members.

B. Implementation

The advisory group can serve as a resource to identify ways in which additional community involvement can be achieved in the actual operation of the project. It is important that parents realize that their services are useful and not merely a means to receiving funds.

Parents can be helpful in the school program by serving as aides, paraprofessionals, advisors, volunteers, evaluators. Community persons will serve as resource people for projects, programs and to promote

the program in the neighborhood. Those who are aides or paraprofessionals will be subject to necessary training including instruction in ESL and orientation to the entire program.

The parents and community can be helpful in assisting the teachers to understand the problems their children experience living in an English-speaking environment. They can assist the children to attain the goals of quality education. Parental involvement may also be in the form of educational programs for the parents of the children in the program in order to help them find ways to reinforce their children's learning and to feel more a part of the school community.

It is important to the implementation of the program that both parents and students have a procedure through which their problems or grievances may be resolved. Along with the advisory group, parents and students should be involved in establishing such a procedure for the benefit of the school district, parents and entire community.

C. Evaluation

The advisory group will assist in the internal evaluation of the program and make recommendations regarding necessary revisions and adjustments. Parent and advisory groups shall be welcome to visit and observe instructional activities so they can better evaluate the program in the light of the needs of the students. They should also be encouraged to develop ways to evaluate their own effectiveness in both their advisory and implementing roles.

VII. Staffing for Bilingual Programs

A. Modifications in Staffing Patterns

To staff the newly formed bilingual and/or ESL classes, modifications in the existing staffing patterns will have to be made.

1. The staffing pattern needed for bilingual programs shall include the following:

   a. Certified bilingual teachers with native competency in English for ESL and the English instructional component in the bilingual program.

   b. Certified bilingual teachers with native competency in the language other than English, i.e., Spanish for classes conducted in Spanish within the bilingual and/or ESL classes.

   c. A certified bilingual member of the pupil personnel team.

   d. A bilingual staff person in the main office, preferably a secretary.

   e. A proportion of those teacher aides employed should be bilingual instructional aides.

2. The following bilingual staff should be employed as needs and opportunities arise:

   a. Administrators

   b. Counselors, school psychologists, school nurses, dental hygienists, doctors, dentists.

   c. Uncertified personnel such as:

Counselor aides	Nonteaching assistants
Library aides	(custodial, security guards)
Case worker assistants	Community field workers
Attendance officers	School crossing guards
Cafeteria staff	Office clerks, etc.

B. Where Bilingual Persons May Be Obtained

The supply of bilingual staff in the categories presented in "A" is very limited. Special recruitment and training programs need to be developed at all levels, to secure the qualified personnel necessary to implement these programs. To facilitate the employment of bilingual personnel, several bilingual persons should be employed by school district personnel offices.

1. Community resources for bilingual staffing:

   a. Many communities have an untapped supply of bilingual persons with the capabilities to fill many of the non-professional positions named. There shall be developed in cooperation with colleges and universities, pre-service and in-service programs to enable monolingual and bilingual professionals and paraprofessionals to meet their specific responsibilities.

   b. Also within the community there are bilingual persons who <u>have met</u> the professional requirements in their own native country, but who are unable to meet professional requirements in the Commonwealth. Programs shall be developed to permit these persons to continue professional training in college programs or in in-service programs to become fully certified professionals.
   (In-service programs may be included in the preparation of school personnel for an initial certificate <u>only</u> if the in-service components are part of an approved program at a college or university.)

c. Within the community are bilingual Liberal Arts graduates of accredited universities here and abroad who do not meet the state professional education requirements. Programs shall be broadened to enroll these bilingual college graduates so that they acquire the education sequence leading to certification while employed on an interim certificate.

d. College graduates and qualified professionals in their own countries, who are not English-speakers should be enlisted to teach the nonEnglish instructional component of the bilingual program on a part-time basis.

e. College admission officers and bilingual staff personnel should recruit graduates of bilingual programs (including adult education programs leading to GED) for the four-year training for certified school positions.

C. College and university approved programs in Education shall encourage future school personnel to include foreign language (particularly Spanish) training to become employed in bilingual programs.

Such programs should develop teachers in each field, counselors and other supportive staff and administrators.

D. School administrators should look to the Regulations of the State Board of Education of Pennsylvania - Chapter 10 - Certification of Professional Personnel, Sections 10-520, 10-930 and 10-940, for alternate routes to certification of bilingual school personnel.

VIII. Evaluation

Bilingual programs shall be evaluated on the basis of the objectives stated for the program within the school district or Intermediate Unit. In addition, objectives of the PDE as they relate to bilingual education will also be evaluated.

Instruments for evaluating bilingual programs will be developed. Development of the instruments will most likely reflect the input of department personnel involved in bilingual education.